

Sustaining Quality Teaching: Building A Successful Professional Compensation Model

Outline of Presentation and Discussion with SDE Task Force

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How **FAR** can student achievement be raised? Using **FAR** as an acronym, I focus on the proposition that Sustaining Quality Teaching is essential to improved student achievement. Pay for performance can be the dynamic policy tool for building and sustaining quality teaching.

FAR

F: Is the pay for performance system *fair* to all concerned? Does every teacher have an opportunity to demonstrate the ability to achieve the maximum reward/incentive?

1. Difficult students in challenging learning environments/special populations.
Examples of union-supported efforts in other states: LAUSD, NYC .
2. Rewarding teachers in subject areas such as Art, Music, P.E., etc. Group rewards model in Kentucky, the Milken model in 130 plus districts.
3. Role of principals. Training and resources. Denver ProComp program.

A. Is it *advantageous* to schools not meeting AYP goals?

1. Appropriate benchmarking.
2. Systemic approach to staff development. Accountability and quality control for research-based teaching practices in all staff development: Kentucky. Vital role of higher education: Connecticut model.
3. Support and modeling from those in successful schools. NBPTS vision: The Idaho Success story that missed that mark. The Illinois program.

R. For what should teachers be *rewarded*?

1. Promoting significant academic gains among their students.
2. The role of teacher leader: contributing to building and sustaining quality teaching.
3. Modeling /mentoring/coaching new and experienced teachers. Original Idaho NBPTS vision.
4. Improving knowledge base/ability to serve special populations.

FAR = Fair to all concerned, Advantageous to challenged schools, Rewards that promote quality teaching systematically.

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Relevant Experience:

Executive Director, Institute for Effective Teaching: Connecticut Department of Higher Education;
Associate Commissioner for Teacher Certification and staff to the Education Professional Standards Board, Kentucky;
State Policy Consultant to the National Board for Professional Teaching Standards;
Teacher Performance Consultant to Hawaii Professional Standards Board;
Designer, Idaho National Board Initiative;
Director, Idaho Classrooms of Accomplished Teachers;
Full Professor/Coordinator, ISU Teacher Education Program serving the Magic Valley.

Exercise in Applying FAR Criteria
to One Current Model

**A Professional-Compensation Framework:
Designed for a Competitive Metropolis such as
Research Triangle Park Area, North Carolina**

Base-Salary Range <i>Negotiable based on credentials, experience, performance</i>		Career Salary Supplements				
		Student Learning	Knowledge and Skills	Market Needs	Leadership	Base and Career Pay
Novice (year 1-4)	\$30,000- \$45,000	Up to 5%: Individual with evidence of impact	Up to 5%: Research-based professional development based on induc- tion-program improvements in teaching and assessment	Up to \$5,000 for teaching in high-needs schools, subjects, and assignments (Teachers need to demonstrate potential in spe- cific context)	Not ready for role and reward	Can earn up to \$55,000
Advanced (year 5-10)	\$46,000- \$55,000	Up to 10%: With evidence of impact beyond own classroom; plus \$2,000-\$3,500 bonus for build- ing and using new assessments	Up to 10%: National Board Certification can earn stipend; research-based professional development; mentoring new teachers; plus demonstrations of how professional development improves student learning	Up to \$10,000 for teaching in high-needs schools, subjects, etc. (Teachers need to demonstrate potential and effectiveness in specific context)	Up to 10% for coaching and mentoring; sup- porting commu- nity development	Can earn up to \$85,000
Expert (year 10+)	\$56,000- \$70,000	Up to 15%: With higher rewards for using test scores and other measures to improve student learning beyond own classroom and demonstrate how own skills help other teach- ers enhance stu- dent learning; plus \$2,000-\$3,500 bonus for build- ing and using new assessments	Up to 15%: Same as advanced teacher but 5% more when evi- dence of knowl- edge and skills spread through district and state	Up to \$15,000 for teaching in high-needs schools, subjects, etc. (Teachers need to demonstrate potential and effectiveness in specific context)	Up to 15% for coaching and community development; plus \$10,000 for state and national lead- ership in develop- ing new products and informing new policies	Can earn up to \$130,000